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ABSTRACT

Objectives of the SPICE (School Programs in Career Education) curriculum guides are concerned with the areas of self-concept, dignity of work, constant change in the world of work, and relevance of school to work. The career education curriculum in the volume presents units which may be taught as separate subjects, incorporated into all areas of the existing curriculum, or used as the total curriculum, with texts as references. Each unit contains suggested assignments and activities in math, language arts, science, and art. The consumer and homemaking units for grades 3 and 4 are presented so as to bring about career awareness by exposing the children to various jobs. No attempt is made to learn about workers. A 34-page appendix provides a booklist, instructional materials, and teaching suggestions. (Author/MF)

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CONSUMER

AND

HOMEMAKING

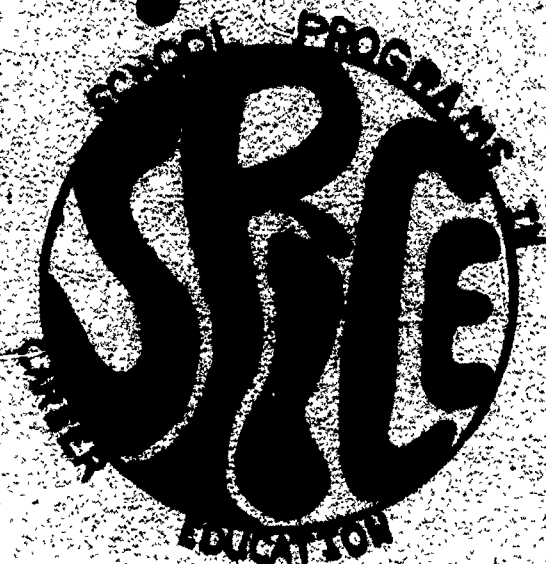
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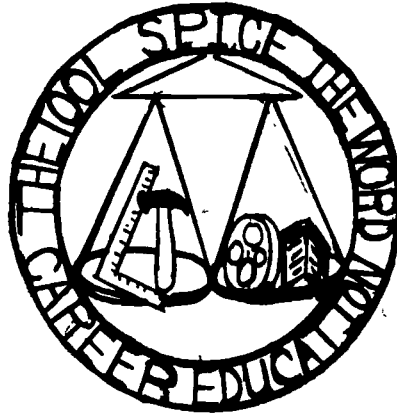


Manual for Career
Education

Compiled and Edited by

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Curriculum Guide



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COVERS

Mrs. Margaret McPherson

ART WORK AND ILLUSTRATIONS

James C. Stewart

SECRETARIAL WORKERS

Sharon Perry
Dolores McMillan
Jayne Rosenbalm

The staff of School Programs in Career Education would like to express it's appreciation to the teachers of South Knox County who served on the S.P.I.C.E. Curriculum Revision Committee.

K-1-2

Mrs. Catherine C. Wigington (High Bluff)
Mrs. Edna Monday (New Hopewell)
Mrs. Clara J. Tarwater (Bonny Kate)
Mrs. Judith Henson (New Hopewell)
Mrs. Judith Martin (Mt. Olive)

3-4

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5-6

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Mr. Robert Evridge (Bonny Kate)
Mrs. Sharon Ballentine (New Hopewell)
Mrs. Amaryllis Deaton (New Hopewell)
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FOREWORD

PHILOSOPHY

The world of work is a dynamic, swiftly changing aspect of modern life. Jobs that are flourishing today may not even exist twelve years from now. Children whose only exposure to career education is from their parents may find themselves left far behind in our competitive, technical age.

The increased change in the job market must be counterbalanced by an increased awareness on the part of students who, heretofore, have waited until their late teens to concern themselves about a career. All education, all school K-12, is a part of the process of building a career.

Students at the middle school level (6, 7, 8) must frequently make course decisions that will affect their future job plans and prospects. In years past students entering this intermediate stage of their educational development had little if any career orientation and direction. Their selection of courses was often erratic and based upon frivolous considerations such as sports, friendships, and popularity. Later in high school many of these students discovered that they had irreversible eliminated many of the most desirable careers because they had not taken school or the future seriously.

Children have, for some years, looked upon work with mixed feelings. Many have come to see work as a necessary evil which may eventually be eliminated. Work as a way of life needs a better image. There is not only monetary reward in work but there is also fulfillment and satisfaction. There must be re-created in children a true respect for work as well as an appreciation for a job well done, regardless of the type of work. Children must come to see that there is dignity in all work.

GENERAL OBJECTIVES

To integrate career education concepts into the existing elementary curriculum K-6 in order that students may broaden their knowledge and understanding of careers and develop a true appreciation and understanding of themselves - their abilities, limitations and attitudes, as these relate to a future career.

SPECIFIC OBJECTIVES

Self-Concept

1. To help each student develop the ability to assess himself - his abilities, ambitions, and prejudices, as they relate to a career.
2. To help each student see himself as important and necessary to the community.

3. To help each student appreciate his abilities regardless of the career to which they may relate.
4. To help each student realize that getting along with other people is the key to a successful career and that this comes by first accepting himself.

Dignity of Work

1. To help students develop an appreciation for work and for the dignity of any job well done.
2. To help students realize that all work is important and necessary.
3. To help students know and accept the fact that workers work for many different rewards and satisfactions and that money isn't necessarily the most important objective.
4. To help students understand that any productive worker is to be respected.

Change is Constant in Careers

1. To help students think of the world of work as changing. To help them understand that some jobs are eliminated and that others are created by change.
2. To help students appreciate the many new jobs that have been created by technology and social change.
3. To help students plan for a world of change where they may be retrained many times

Relevance of School to Work

1. To help students relate school to work and realize that school helps now and will also help to prepare for the future.
2. To help students understand that school attendance is a part of the process of developing self-concepts and learning to get along with others.
3. To help students understand that basic skills such as reading, writing, spelling, math, and speech are skills which have a high carry-over value where jobs and careers are concerned.
4. To help students recognize that a career must be built slowly and that the school is the best framework within which a career may be built.
5. To help students understand that the gaining of much knowledge about jobs and themselves is an important part of the process of choosing a career.

The Curriculum

The career education curriculum here presented is developed in such a way as to give the teacher maximum flexibility. Each unit may be an adjunct to the existing curriculum. This is to say, it may be taught as a separate subject. On the other hand, the teacher, if she so desires, may incorporate aspects of career education into all areas of her curriculum, including math, language arts, and science. At the most comprehensive level, the teacher may use the S.P.I.C.E. units as her total curriculum, with texts as references. Each unit contains suggested assignments and activities in math, language arts, science, and art.

The units are prepared for multigrade or nongraded classrooms as well as the self-contained classroom. Units are developed in three blocks: K-1-2, 3-4, 5-6. The teacher may use as much or as little of a unit as she sees fit, depending upon the capacity and interest of the class. Supplementary materials are contained in the resource kit which accompanies each unit guide. Additional help and materials may be obtained through the project coordinators. The coordinators will assist the teacher in planning her unit, utilizing materials, acquiring additional materials, obtaining resource persons, and aiding to some extent with classroom activities.

The curriculum guide is given as an outline of what might be done in teaching about a particular job cluster. The teacher should feel free to supplement, alter, or replace any teaching technique or suggested activity with those of her own. The teacher should also feel free to acquire and to use additional materials not contained in the resource kit.

The Teacher

Career education does not represent a new subject. Many teachers have taught career education for years without giving it a name. Career education is any education which attempts to help the child find himself, his abilities, and his ambitions, as well as to teach him something about the world of work and what life is like there - in the real world - outside the classroom - where he must live most of his life.

The only change that need take place in the teacher is a change in emphasis. Instead of simply teaching children to read or write or do math, teach them the purpose in learning these skills. Help them see how these skills are related to later school years and beyond that to a career.

The good career education teacher has other attributes which are always a part of a good teacher, such as understanding and a concern for children. This, at the elementary level, may be called guidance. In practice it means patience; it means letting children discover themselves in a way that will be acceptable to them; it means helping each child feel proud of his abilities without feeling inferior because of those he does not possess. It means making a child feel pride in any job or career that interests him; and it means developing among her pupils an appreciation for all kinds of work and for all kinds of people.

SCOPE

ACTIVITIES

RESOURCES

- I. Concept: There are many careers in the consumer and homemaking cluster.

A. Children at the third and fourth grade levels are not familiar with many of the jobs in the consumer and homemaking cluster. The title of the cluster seems to suggest many jobs; however, without a better understanding of the cluster, most students will not be able to name many of the workers.

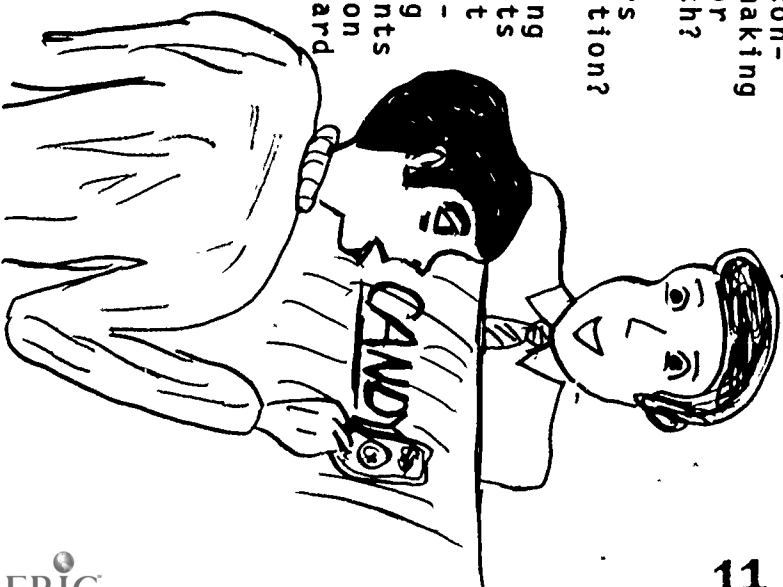
Naming or memorizing the names of jobs is not the purpose of this concept. It is felt that such efforts would not be of much benefit and could demoralize the children and cause them to lose interest. Awareness is what the teacher is attempting to bring about. Awareness means that the student is exposed to various jobs, but no attempt is made to learn about workers. It is felt that the student will learn much by listening to resource speakers, by role-playing, and by doing hands-on activities.

2.

Present the following chart to the students and let them attempt to pick out the consumer and homemaking workers. Let students prepare this chart on a piece of posterboard

- a. Who is a consumer and homemaking worker?
- b. Do these workers work in stores? Where do they work?
- c. Do workers in consumer and homemaking produce goods or services or both?
- d. Do these workers need much education?

1. The teacher might begin the unit with a discussion of the consumer and homemaking cluster and what it means.



SCOPE

ACTIVITIES

RESOURCES

This exposure, it is felt, will help the student formulate his ideas, interests and abilities into a career choice at a later date. The only test for career education is whether or not the student becomes successfully established in a career.

- | | |
|----------------------------|------------------------------|
| 1. Barber | (20) Home lighting decorator |
| (2) Caterer | 21. School principal |
| 3. Doctor | 22. Announcer |
| 4. Baker | 23. Cameraman |
| 5. Mechanic | (24) Wardrobe specialist |
| (6) Dressmaker | (25) Foster mother |
| 7. Lawyer | 26. Food product tester |
| (8) Maid | 27. Roofer |
| (9) Cook | 28. Bricklayer |
| (10) Waitress | 29. Machinist |
| (11) Day care worker | 30. Ball player |
| 12. Pilot | 31. Minister |
| 13. Welder | (32) Dentist |
| 14. Policeman | (33) Kitchen supervisor |
| 15. Veterinarian | |
| (16) Seamstress | |
| (17) Nursery school worker | |
| 18. Plumber | |
| 19. Secretary | |

The circled jobs are consumer and homemaking careers.

SCOPE**ACTIVITIES****RESOURCES**

B. Once students begin to understand the nature of the consumer and homemaking cluster, they will begin to relate workers to this cluster more readily. There are a good many different job titles in consumer and homemaking, yet the students will probably not have much trouble understanding what these workers do since most of the consumer and homemaking careers relate to the home where the student will have many of these duties within his own experiences.

3. The teacher could now give the students several of the job titles for consumer and homemaking and let them see if they can guess what these workers do.

- a. Nursemaid
- b. Foster mother
- c. Child care attendant (school)
- d. Kindergarten teacher
- e. Kindergarten aide
- f. Day care worker
- g. Laundress
- h. Clothing management specialist
- i. Wardrobe specialist (motion pictures)
- j. Dresser (motion picture--amusement)
- k. Nursery school worker
- l. Wardrobe mistress (movies--amusement)
- m. Dressmaker
- n. Food product tester

SCOPE

C. The information on the Job-Card has been adapted from the DICTIONARY OF OCCUPATIONAL TITLES. The vocabulary should be such that third and fourth graders can read the cards. If the student encounters difficulties, the teacher can help.

ACTIVITIES

It is suggested that the teacher use the Activity Kit # 1 entitled JOBS IN CONSUMER AND HOME MAKING at this point. In the folder are cards on which are described the various jobs in the consumer and homemaking cluster. Each student could take one job-card and prepare to report to the class orally on the duties of the worker described on his card.

RESOURCES

Check with your S.P.I.C.E. coordinator for this folder Kit # 1.

SAMPLE

CATERER

Plans details of menu with client and gives directions to people serving food at a party or special event.

The caterer must get certain information from the client, such as time and place of the event, type of food desired, number of guests, cost, etc. The caterer directs those serving, arranges the room, and makes arrangements for entertainment.

SCOPE

ACTIVITIES

RESOURCES

D. One of the primary objectives of career education is to help students see the importance of many different types of jobs. Once the importance of a job is presented to students by a resource person or parent, that job will remain important to them.

E. All children should be helped to feel pride in their parents' jobs whatever they are.

4. The teacher should check to see if any student has a parent involved in an occupation of the consumer and homemaking cluster. To give each child recognition and to make him feel proud of his parent's occupation, the teacher might prepare a PARENT JOB CHART for her room.

SAMPLE

PARENT JOB CHART		
Health	Marine Science	Fine Arts and Humanities
_____	_____	_____
_____	_____	_____
_____	_____	_____
Public Service	Personal Service	Transportation
_____	_____	_____
_____	_____	_____
_____	_____	_____
Environment	Construction	Consumer and Homemaking
_____	_____	_____
_____	_____	_____
_____	_____	_____
Business and Office	Communication and Media	Agri-Business
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

This chart could be left up all year, and the child's name could be placed on the chart under the cluster where his parent is employed. If both parents work, the child's name might be on the chart twice.

SCOPE

ACTIVITIES

RESOURCES

The Parent Job Chart could be made on a piece of posterboard. The child's name could be written on with a magic marker, or a slit could be cut in each slot and a card with the child's name could be placed in the slot.

II.

Concept: The home is important in preparing for a career in consumer and homemaking.

As the students will be able to see by looking at the job descriptions that were studied under the previous concept, most of the jobs in consumer and homemaking are closely related to skills and abilities learned in the home.

1. Role-Playing and Activities

To see how jobs in consumer and homemaking are related to the home, students could select one of the consumer and homemaking jobs and list all the things about the job that could be learned in the home.

For example:

CATERER

Things learned at home:

1. How to cook
2. How to set a table
3. How to arrange a room
4. How to serve food
5. How to take orders
6. How to clear a table
7. How to decorate a room for a special occasion

This could be the same job that the student chose to explore earlier. However, students should be allowed to change jobs if they so desire.

With this job survey card as a source of information, the student could prepare an activity to present to the class. This could be a project or skit. Students may work together in small groups, helping each other with projects or skits.

For example, the student who selects Catering could show the class:

- a. How to set a table
- b. How to arrange a room
- c. How to serve food
- d. When and how to clean a table
- e. How to arrange for entertainment

A table and other needed materials could be provided jointly by the teacher, students involved and others in the class who might volunteer to bring materials.

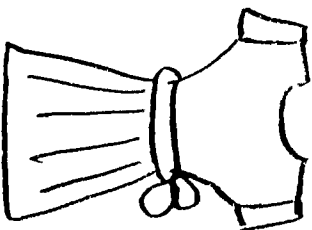
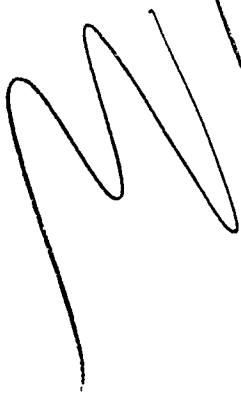
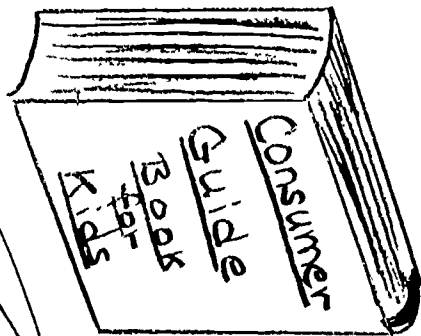
Other activities of this type that might be carried out are listed below:

a. Shopping list--Look at local newspaper and make a list of all the good grocery buys of the week or of all the good furniture and appliance buys.

b. Consumer's guidebook--In this book select certain items that are bought frequently, such as peanut butter, bread, and milk, and indicate which brand name is the best bargain price-wise.

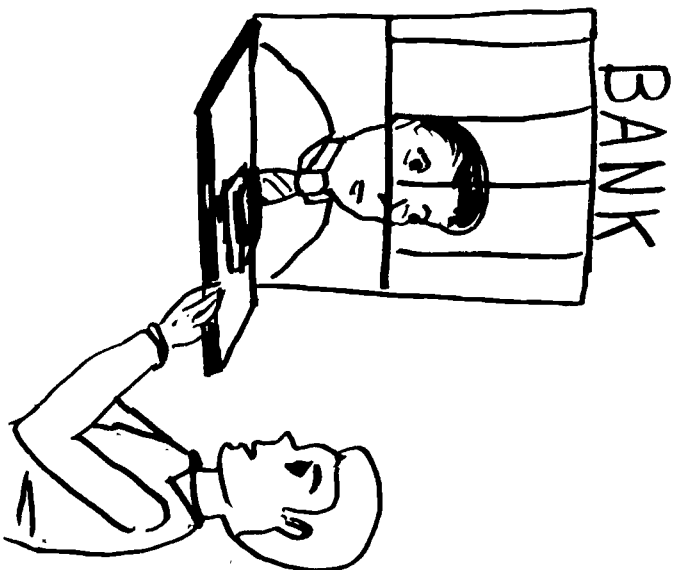
c. Family meal--Plan a meal for the family. Have the student plan the meal in cooperation with his mother and then with his mother's help prepare and serve the meal to his family. Bring a report on the event and the family's reaction.

d. Fashion model--Practice being a fashion model. With three other students work out a fashion show. Have one student read off information about each new style being presented. The other two students could model certain outfits in fashion



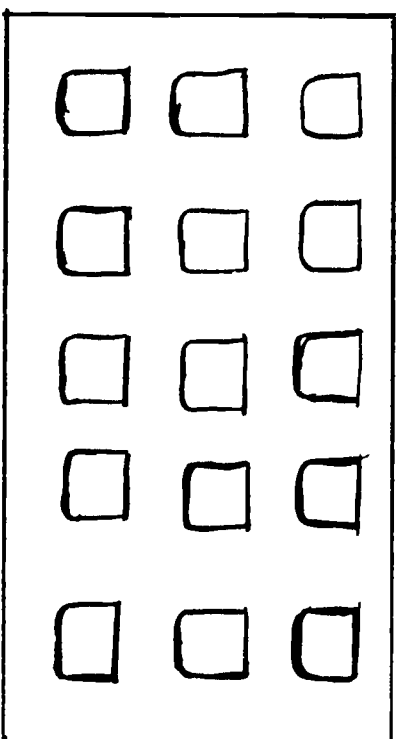
show procedure where another model is always ready to come out.

For the convenience of the teacher S.P.I.C.E. has a folder containing samples of each item and instructions for setting up a bank.



- e. Banking--let several students work together and set up a bank. Each student could be helped to begin a checking or savings account. Sample forms for applying for a checking and savings account could be obtained from a local bank. Samples of checks could also be obtained from a local bank. These forms could be run off on ditto. The bank itself could be a piece of heavy cardboard with library card pocket pasted to it.

Library
Card
Pocket



Have enough pockets for each student.

Financial resource person, Mr. Kemp Fain of the Financial Service Corporation, speaks on "How Your Money Worl

In each pocket could be placed the student's application forms, a record of money deposited and withdrawn, play money, and cancelled checks.

Students could be given a certain amount of play money which they could deposit in checking or savings. Students could write checks representing expenditures and could withdraw or add to savings.

f. Grocery store--let several students set up a grocery store. This could be done with empty cereal boxes, cans, etc.

g. Taxes--let one or two students do a study of how much taxes we pay when we shop - sales tax, luxury tax. Indicate where sales taxes go.

Check with Mrs. Amaryllis S. Deaton at New Hopewell School. She has done the grocery store.
577-4545

Taxes



h. Loans--Let students

gather information
on making loans.
From a local bank
they could get the
necessary forms
for setting up
loans. The students
could simply lend
so much play money
with so much to be
repaid. Students
are not yet old
enough to understand
interest rates and
types of loans, but
they could lend five
dollars with six to
be repaid. The
teacher can decide
how far into the sub-
ject to go. A guest
speaker from a bank
could talk to the
class about borrowing
money.

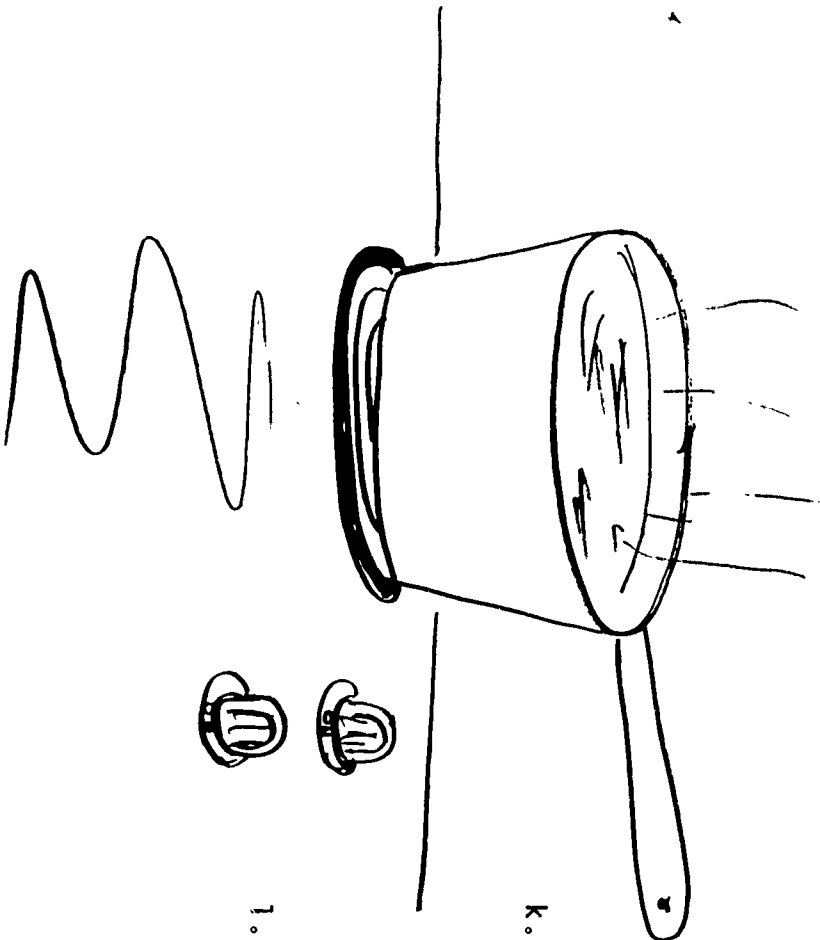
i. Dressmaking--The stu-

dent presents to the
class a dress pattern
and explains how the
dress is cut out ac-
cording to the pattern.
If possible, the stu-
dent cuts out a dress
for the class and then
brings the dress to
show the other stu-
dents after it has
been completed.

- j. Cooking--The student brings ingredients for a particular dish. The student following the recipe, mixes all ingredients. The student or teacher could contact the school cafeteria and obtain permission to cook or bake the dish prepared. The student might be able to obtain certain kitchen utensils such as pans, mixer, etc. Otherwise, the student or the teacher will need to bring these items. A cake or cookies would be suggested dishes.

- k. Setting table--The student would need to secure silverware, dishes, napkins, glasses, tablecloth, and other materials needed for the demonstration.

- l. Serving--This could be done in conjunction with the table setting activity above. Once the table is set, another student could demonstrate the proper way to serve.



Knoxville
Utility Board
provides re-
source people
for homemaking:

1. Mrs. Ellen Monroe
2. Mrs. Ann Dooley
3. Linda Cruze
4. Becky Davis

Teacher should contact Mrs. Monroe at 524-2911.

Tom Milligan is the KUB resource person for Home Safety. 471 524-2911 Ext. 471

SCOPE

ACTIVITIES

RESOURCES

- m. Budgeting--The student is given \$900 to budget for the month. The following expenditures are known:

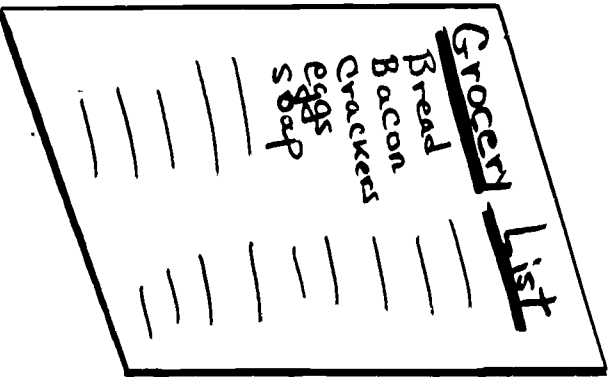
House	\$190
Car payment	95
Washer-dryer	80
Lessons	25
Doctor	35
Insurance	60
Utilities	50
	<u>\$535</u>

The remainder of the pay check must be divided among the following:

Food
Clothing
Recreation
Travel
Saving

The student assumes that this is his own family and must divide this amount for four weeks.

- n. Interior decorating--
Student uses materials from the kit prepared by S.P.I.C.E. to show how interior decorating works.



SCOPE

ACTIVITIES

RESOURCES

- q. Clothes care--Student explains how to hang clothes properly, how to brush and mend certain types of fabrics, how to wash certain delicate fabrics, which fabrics can be washed and which must be dry cleaned, how to protect clothes from mildew, etc.
- Fashion director as resource person:
Sears, Mrs.
Karen Henry.
546-8111,
Ext. 216.
- Miller's fashion coordinator,
Marcie Papa.
524-4040.

- r. Shopping--Student is given \$50 with instructions to purchase groceries for a family of five for a week. The student will check specials in papers and at local grocery stores before deciding how to spend the \$50. The student should present to the class a list of all items purchased and the amount of taxes for the total. The student should also have papers to show students where information came from.

SCOPE

ACTIVITIES

RESOURCES

Supplementary Activity

Let each student keep a journal of his or her work activity at home. List every job and how well you did it. Indicate how much you like or dislike each job.

- s. Homemaking--The student prepares information for the class on how the home is protected from germs, how best to attack housekeeping, tips on hygiene, etc.

Dr. Robert Preston Hornsby talks on the following:

A Hypoallergic Home
Asthma
Drug Hazards
Health Hazards (Stinging Insects)
Health Hazards (Mites in Your House)
Health Hazards (Molds Inside and Out)
Poisonous Plants
Pros and Cons of Family Pets
Your Allergic Child

Call: 546-2946
(8'X6'X4' dis-play)

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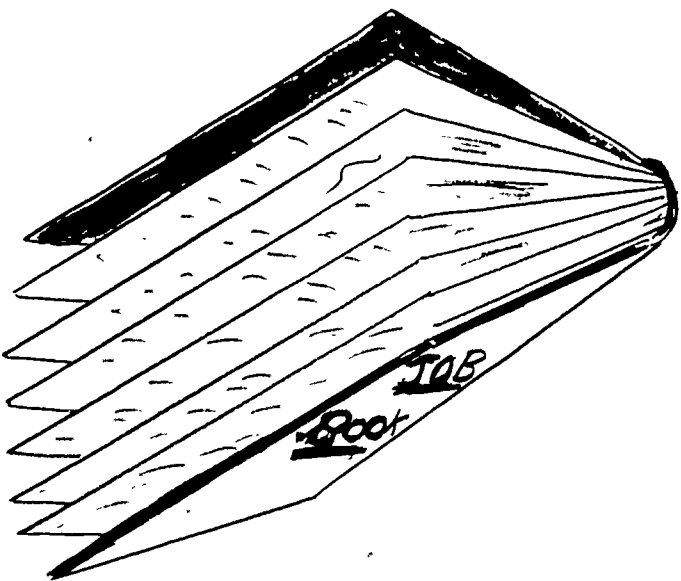
- t. Baby-sitting--This

should be done by a student who has had experience baby-sitting. If no third or fourth grader has had this experience, perhaps a fifth or sixth grader could be a resource person and recount his or her experiences as a baby-sitter. This is essentially a part of

child care which should be the theme of the talk

2. MY JOB BOOK

Each child could make his own job book. In it he could record his feelings about various jobs in consumer and homemaking. He could tell what he has learned from the various activities. This could include a list of his abilities, skills, interests, likes, dislikes, the worker in consumer and homemaking that he would rather be and why; a self-assessment entitled "The Person I Am," art work, creative writing, and any other work he has done on this cluster.



III.

Concept: The school plays a vital role in preparing workers for careers in consumer and homemaking.

A.

Even though students can gain much of the background needed for consumer and homemaking occupations at home, they cannot secure most of these jobs without certain educational requirements. A good many of the jobs can be entered into with a high school diploma with very little additional education.

Among these jobs are nursemaid, housekeeper, maid, laundress, nursery school worker, kindergarten aide, foster mother, dress-maker, seamstress, caterer's helper, food products tester, slip-cover cutter, slipcover seamstress, etc.

Several other jobs, on the other hand, require a college degree: Home economics teacher, home economics supervisor at the county or state level, fashion coordinator, home economist, home demonstration agent, home service director (KUB), youth coordinator (Miller's).

1.

The students may want to follow up on the job or jobs that interested them from the beginning and find out how the job or jobs relate to school. The following are questions that could be answered:

- a. How much education is needed for the job? Elementary, high school, college.
- b. How much specialized training can be obtained in high school?
- c. How much can be gained in private, trade, or proprietary schools?
- d. How much can be obtained in college?
- e. What are the skills that a caterer must begin to learn in elementary school?

Make a Chart

A Caterer Must Be Able To:

1. Read
2. Write
3. Speak
4. Listen
5. Do math
6. Understand directions
7. Others

B. The teacher should help students see that the skills they are learning in school, such as

language arts, math, science, social studies, etc., are the same ones used by workers on the job. Many students do not see this connection and later, in the middle school years, drop out of school to look for a job. The teacher can help students see that school is a part of preparing for a career and that many of the skills they are learning are needed in all jobs.

Create an example for each of the above:

Telephone Call

Customer: Mr. Caterer,
I want to
have a banquet for one
hundred people,
Friday, November 11,
at the Sheraton
Hotel. Can you
give me an
estimate?

What are the skills
that the caterer will
need in order to fill
this order?

Telephone Order

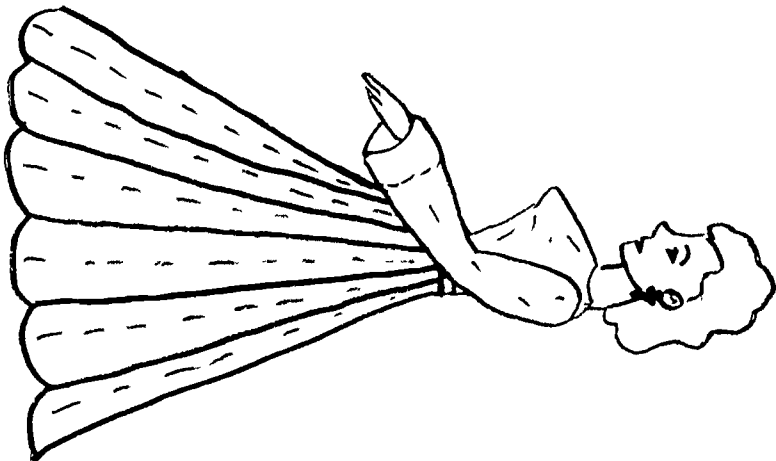
Customer: Mrs. Dressmaker,
my daughter is
getting married
December 26. I
want to order a
wedding dress for
her that will
cost about \$200.
Can you do the
job?

What are the skills she
will need?

2. To make it clear to the
students that practical
skills learned at home
are not enough for most
jobs in consumer and
homemaking, the teacher
could conduct the follow-
ing experiment by setting
up two stations.

a. At one station have
practical skills.

- (1) Sweeping
- (2) Sewing
- (3) Washing
- (4) Mopping
- (5) Setting table



SCOPEACTIVITIESRESOURCES

C. The point should make itself. For mental skills there is primarily one place to learn them and that is at school. The teacher should stress the importance of what the students already know in the way of mental skills. Many jobs require no more mental skills than the students already have; however, most good jobs require more skills which they will acquire as they continue through school. Dropping out of school cuts a student off from the development of these mental skills. For most people mental skills never advance much beyond their last year of formal education.

b. At the other station have mental skills:

- (1) Receiving a food order to be written down by caterer (The teacher could have the order on cassette tape.)
- (2) Writing a grocery list (also on tape)
- (3) Telling others about a particular job which includes written information about hours, income, vacation, benefits (on tape)
- (4) Vocabulary words related to various consumer and home-making jobs to spell (words on tape)
- (5) Filling out check
- (6) Applying for a loan by completing form
- (7) Making grocery list (from tape)

(8) Budgeting--Give the student an amount of money and several bills. He must pay the bills and budget the remaining money for living for a month.

c. Let each student do one or two of each type of skill. Bring the students together for discussion.

(1) Which jobs were easier?

(2) Which ones could you do with no help?

(3) Where did you need help? Why?

(4) If you were on a job, would you be doing things like reading, writing, spelling, etc.?

(5) How many jobs can you think of where you would need none of these mental skills?

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IV.

Concept: Individuals of differing abilities can find a place in the consumer and homemaking cluster.

V.

Concept: Specialization leads to interdependency among workers in the consumer and homemaking cluster.

A.

Although the jobs in the consumer and homemaking cluster are of a wide variety, these workers often work together as a team to do certain jobs. For example, a family planning a wedding and reception may call on the following consumer and homemaking workers to help with the arrangements:

1. Caterer--prepare food and entertainment for the reception
2. Laundress--prepare clothing and linen for the wedding and reception
3. Nursery maid--take care of the children during the wedding and reception

1.

The students should have little difficulty seeing the concept of specialization of the workers in the wedding that has been described.

The students might like to list the specific skills of each.

They might think of additional workers to add to the list. This would certainly be so if we take the newly-married couple and follow them into housekeeping.

2.

The interdependency of all these workers might be explored.

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4. Wardrobe specialist--
help pick out a wedding
dress pattern
5. Dressmaker--make the
wedding dress
6. Dresser--help the bride
get dressed on her
wedding day
7. Cook--prepare meals for
family during the day
or help caterer
8. Caterer's helper--help
the caterer

Each of these workers has
a specialty, but in this
one endeavor all of them
work cooperatively.

Let the students answer
these questions:

- a. How are these workers
depending upon each
other to make the
wedding a success?
- b. What are some of the
things these workers
are doing for each
other?

Example:

- (1) Nursemaid keeps
children out of
the kitchen and
other parts of
the house where
preparations are
in progress,

- (2) The caterer is
dependent upon
his helpers to
do their jobs.
He is also
dependent upon
the laundress
to have linens
ready, the cook
to have foods
ready on time,
the wardrobe
specialist,
dressmaker, and
dresser to do
their work on
time so that the
reception will
take place as
scheduled.

Otherwise he loses money.

(3) The dressmaker must wait for the wardrobe specialist to help select a pattern.

(4) The dresser must wait until the dressmaker gets the dress finished.

3. The students might point out ways these various workers might help each other in order to keep things on schedule.

a. For example, the caterer might help arrange the room. He might help prepare or serve the food; he might help clear the table and clean up to speed the operation.

b. Let the students find others.

4. The students might like to stage the wedding as a skit. This would give them a chance to show how these interrelationships work.

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VI. Concept: A career in consumer and homemaking affects a worker's total way of life.

VII. Concept: Supply and demand help determine career choices in the consumer and homemaking cluster.

A. Workers take jobs for different reasons; however, the choice is usually geared to the goals the worker has set for himself. Some workers want to be rich, to live in fine homes, to drive expensive cars and to belong to exclusive clubs.

1. The teacher can present to the students the two types of workers here described and let the students tell what they think about each one. This would be an excellent subject for a class meeting.

The teacher might ask several leading questions to promote discussion:

In order to do this, they must have high incomes which means working their way up to executive positions, continuing their education until a doctorate or law degree is earned, or going into lucrative business for themselves.

All these approaches to wealth and success share several things in common.

1. They require many, many extra hours of work away from home and family.

a. Which worker is happier?

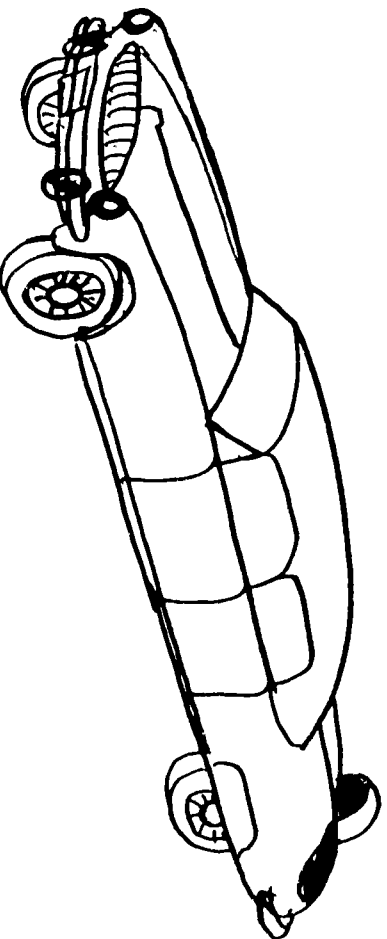
b. How do you measure happiness?

c. Are rich people always happy?

d. Are poor people always happy?

e. Why would you want to live in an expensive home?

2. They require a considerable outlay of money.
 3. They require considerable sacrifice of time and energy.
 4. They require putting off things like vacations, travel, expensive homes, cars, etc. until the person is established.
 5. Once established, most of the jobs require a high degree of professional competency in order to compete successfully with others in the business.
 6. Once established, they continue to make heavy demands upon the person's free time and energy since often these jobs are round-the-clock jobs requiring a person to perform at any hour of the night or day.
- f. Why would you want to drive an expensive car?
 - g. Why would a lower-paying job be better?
 - h. What are some things money can't buy?
 - i. What are five reasons why a consumer and homemaker might feel proud of his career?
 - j. What are some disadvantages of being poor?
 - k. What are some of the disadvantages of being rich?



SCOPEACTIVITIESRESOURCES

B. Another worker may be far more concerned about living comfortably but not lavishly, having a house that is sufficient but not extravagant, driving a car that gets him there but not luxuriously. This worker may place more importance upon having an adequate but secure income, upon spending free time with the family, upon having a low stress factor and upon enjoying his family and having modest friends.

C. Both types of jobs offer certain advantages and disadvantages. The first group has wealth but must make great personal sacrifices and live most of their lives under extreme pressure. The second group is less wealthy, less well-known, makes fewer personal sacrifices, has a lower-paying but secure job and lives under minimum pressure.

Let the students vote secretly on which of the two workers they would rather be.

2. The teacher might be able to get across the concept of supply and demand as it relates to the consumer and homemaking cluster by asking the following questions:

a. If the new Wankle engine becomes popular, is it possible that some workers may lose their jobs or have to be retrained?

b. Why is it unlikely that most consumer and homemaking workers will never have to be completely retrained?

c. Why will there always be jobs for workers in consumer and homemaking?

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- d. What is the demand for consumer and homemaking jobs? Where does it come from?
- e. Will this demand be likely to change?
- f. Why are jobs in consumer and homemaking secure?
- 3. Let students call the Employment Securities Office (546-1260) and find out what sort of demand there is for jobs in consumer and homemaking?
- 4. In Knoxville there are other private employment offices which the class might check.

VIII.

Concept: Workers in consumer and homemaking produce both goods and services.

Most jobs in consumer and homemaking are jobs that are centered around service. Some, however, produce goods.

1. The students could survey the jobs in consumer and homemaking listed in the Appendix to see which ones produce services, which produce goods and which do both.

2. The teacher could make three columns on the chalkboard or posterboard.

SERVICES	GOODS	SERVICES & GOODS
Nurse- maid	Dress- maker	Seamstress Caterer

3. The students could make a game called "Goods and Services." Have a list of the consumer and homemaking jobs listed in the Appendix. Divide the class into two teams. Let them take each job in the list and attempt to place it correctly in one of the three columns. The team placing the most jobs correctly wins.

The consumer and homemaking jobs in the Appendix indicate Service, Goods, Service and Goods.

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4. Students might like to invite a resource person from the local area to talk to the class about jobs in consumer and homemaking.

a. How many students go into these jobs each year?

b. How much of their training do they get in high school?

c. How much do they get after leaving high school?

d. Which jobs in consumer and homemaking are high school students prepared for upon graduating?

5. Mr. Walter E. McMillan, Job Placement Coordinator for Knox County Schools, could probably provide information on the number of requests for workers in the field of homemaking and consumer education received in our area. He could also give some estimate of the number of high school graduates going into these jobs.

Mr. McMillan could probably provide the names of some graduates that have been placed in these jobs. If any student knows or is related to one of these recent high school graduates, jobs in consumer and homemaking will take on a new meaning.

6. How hard are jobs in consumer and homemaking?
 - a. Do these workers work inside or outside?
 - b. Do they work with their hands?
 - c. Do they use their minds a lot?
 - d. Do they stand up or sit down most of the time?
 - e. How much education do they need?
 - f. Is their work wet or dry or both?
 - g. Which worker has the job you like best?

SCOPE	ACTIVITIES	RESOURCES
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Each child might take the job that he began with earlier in the unit to see how these questions apply.

A chart could be made showing this information for all jobs.

Sample on next page.

JOB	SCHOOL	WHERE	HOW	HARD-EASY
Caterer				
Maid				
Fashion Model				
	<u>School</u> Elementary High School Trade School College	<u>Where</u> Outside Inside Wet Noisy Quiet	<u>How</u> Standing Sitting Thinking Working	<u>Hard-Easy</u> Hard Work Hard Thinking Not So Hard Work Not So Hard Thinking

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The chart would be completed by pasting the appropriate symbol from the key on the chart across from the job as in the sample.

The students should be allowed to do this. Before each symbol is pasted on, the teacher could discuss it with the students.

These symbols the size needed for a standard posterboard are included in the Appendix. They may be cut out by students.

Does a caterer work inside or outside? Do we all know what a caterer does? (If not, review this for the students).

a. Does a caterer lift heavy things?

b. What does he lift?

c. Is a caterer going to get wet doing his job? He might. Why?

d. Does a caterer go to school a lot of years? No, he may but that isn't necessary.

e. Does a caterer work hard? (Sometimes but not all the time).

f. Does a caterer need to think a lot as a teacher or doctor does? (No)

APPENDIX

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CONSUMER AND HOME MAKING

3 - 4

BOOK LIST

Adler, Irving	Fibers
Alexander, Arthur	The Hidden You
Ames, Gerald	Food and Life
Andry, Andrew	Hi, New Baby
Arnold, Paulene	Food Facts for Young People
Aylesworth, Thomas	It Works like This
Banks, Marjorie	How We Get Our Dairy Foods
Barr, Donald	How and Why Wonder Book of Building
Barr, Jene	What Can Money Do?
Beck, Barbara	Vegetables
Beim, Jerrold	Tim and the Tool Chest
Bendick, Jeanne	The First Book of Supermarkets
Berry, Erich	Eating and Cooking Around the World
Better Homes & Gardens	Better Homes & Gardens Decorating Book
Black, Algernon	The First Book of Ethics
Boydorr, John	The Wonderful World of Food
Breetveld, Jim	Getting to Know United Nations Crusaders
Buck, Pearl	Welcome Child
Buehr, Walter	Bread: The Staff of Life

Buehr, Walter	Cloth from Fiber to Fabric
Buehr, Walter	Food from Farm to Home
Callahan, Dorothy	The Great Nutrition Puzzle
Carson, Byrta	How You Look and Dress
Carter, Phyllis	The Story of Cloth
Checroun, Natalie	Pull Up a Chair
Clayton, Nanalee	Young Living
Colonius, Lellian	At the Bakery
Cooney	It's Up to You
Desantis, Mallen	Bubble Baths and Hair Bows
Dow, Emily	Brooms, Buttons and Beaux
Eberle, Irmengarde	The World of Fabrics
Evans, Eva	People Are Important
Evans, Eva	All About Us
Felson	Letters to a Teenage Son
Floethe, Louise	The Farmer and His Cows
Georgior, Constantine	Whitey and Whiskers and Food
Glassner, Sherwin	How the American Economic System Functions
Glynn	The American Girl Beauty Book
Goldenson, Robert	All About the Human Mind

Graham, Ada
 Gruenberg, Benjamin
 Hammond, Winifred
 Hammond, Winifred
 Hastings, Evelyn
 Helfman, Elizabeth
 Henriod, Lorraine
 Hiroch, S.
 Hoffman, Peggy
 Hollos, Clara
 Hurd, Edith
 Jackson, Kathryn
 Johnson, Lois
 Jubelier, Ruth
 Jupo, Frank
 Katzoff, Betty
 Kenworthy, Leonard
 Leaf, Munro
 Lent, Henry

Great American Shopping Cart
 Your Breakfast and the People Who Made It
 Cotton: From Farm to Market
 Plants: Food and People
 At the Dairy
 This Hungry World
 I Know a Grocer
 Fourscore and More
 Sew Easy
 The Story of Your Coat
 Come With Me to Nursery School
 Homes Around the World
 What We Eat
 Jill's Check-up
 Nothing to Wear but Clothes
 Cathy's First School
 Three Billion Neighbors
 Manners to Grow On
 Men at Work in the South

Lerner, Marguerite
 Lerner, Marguerite
 Lewinton, Mina
 Liang, Yen
 Lowenherz, Robert
 Maginley, C.J.
 Maher, John
 Martin, Lealon
 Meeks, Esther
 McDonald, Barbara
 McDonald, Barbara
 Neghbert, Ester
 Nelgoff, Anne
 Neurath, Marie
 Newcomb, Ellsworth
 New York Herald Tribune
 Perkins, Wilma
 Perl, Lila
 Petersham, Maud
 Petersham, Maud

Michael Gets the Measles
 Who Do You Think You Are?
 Faces Looking Up
 The Skyscraper
 Population
 Historic Models of Early America
 Ideas About Choosing
 Conquest of Disease
 Families Live Together
 Casserole Cooking Fun
 Cooking Fun
 The True Story of Cloth
 Dinner's Ready
 Many Foods
 Miracle Fabrics
 Young America's Cookbook
 The Fannie Farmer Junior Cookbook
 Red-Flannel Hash and Shoo-Fly Pie
 Lets Learn About Silk
 The Story Book of Things We Wear

Pitt, Valerie
 Post, Elizabeth
 Provus
 Radlauer
 Riedman, Sarah
 Roberts
 Rogers, Matilda
 Romano, Louis
 Rosenbaum
 Rosenbaum
 Rossomando, Frederic
 Scheib, Ida
 Schloat, Warren
 Schloat, Warren
 Schneider, Herman
 Shannon, Terry
 Smardige, Norah
 Speiser, Jean
 Stanek
 Stanek, Muriel

Let's Find Out About the Family
 The Emily Post Book of Etiquette for Young People
 How Families Live Together
 What Is a Community?
 Food for People
 Where Time Stood Still
 The First Book of Cotton
 This Is a Department Store
 Economics of the Consumer
 How a Market Economy Works
 Earning Money
 The First Book of Food
 Milk for You
 The Wonderful Egg
 Everyday Machines and How They Work
 About Food and Where It Comes From
 Looking at You
 UNICEF and the World
 How People Live in the Big City
 How People Live in the Suburbs

Symons, Arthur

Vogel, Ray

Waller, Leslie

Whitney, David

Wilkinson, Jean

Young, Dot

Young, Marjabelle

Zim, Herbert

Zim, Herbert

Fix-It Book

The Other City

Clothing

Let's Find Our About Milk

Come to Work with Us in a Hotel

Dot Young's Sewing Book

Stand Up, Shake Hands, Say "How Do You Do?"

Things Around the House

Your Food and You

S.P.I.C.E. BOOK LIST

1. I Want to Be a Baker

2. I Want to Be a Waitress

3. About Cheese

4. About Food and Where It Comes From

5. About Salt

RESOURCE PEOPLE

Mr. Kemp Fain
Financial Service Corporation
588-6544

Mrs. Amaryllis S. Deaton
New Hopewell School

Mrs. Ellen Monroe
KUB
524-2911

Miss Ann Dooley
KUB
524-2911

Linda Cruze
KUB
524-2911

Becky Davis
KUB
524-2911

Mr. Tom Milligan
KUB
524-2911

Mrs. Katherine Greenwood
Regional Supervisor
Home Economic Education
525-7307

Miss Willa Selvey
Elementary Supervisor
Knox County Schools

Marcie Papa
Youth Coordinator
Miller's Department Store
524-4040

Karen Henry
Fashion Coordinator
Sears
546-8111 Ext. 216

Mr. Walter McMillan
Job Placement Coordinator
Knox County Schools

FILM LIST

- | | |
|------------------------------|---|
| 1. Buying and Selling | 21. Fruit (Food for Us) |
| 2. Inflation and You | 22. Getting Food Ready for Market |
| 3. Money | 23. Keeping Food from Spoiling |
| 4. Money and Government | 24. Kinds of Food |
| 5. Money and Panic | 25. Marvelous Peanut |
| 6. Money Goes to Work | 26. Milk |
| 7. Our Money System | 27. Production of Food |
| 8. State and Local Taxes | 28. Story of Food |
| 9. Too Little Spending | 29. Sugar Through the Ages |
| 10. At Home in the Evening | 30. Vegetables (Food for Us) |
| 11. Brothers and Sisters | 31. What's in Our Food? |
| 12. Family Fun | 32. Where Food Comes From |
| 13. Getting Ready for Bed | 33. Buttonholes (Sewing Series) |
| 14. Getting Ready for School | 34. Buying Food Wisely |
| 15. Growing Up | 35. Cooking Terms (Cooking Series) |
| 16. Helping Mother | 36. Cotton Fabrics (Consumer Education) |
| 17. Keeping Busy | 37. Finishing Touches (Sewing Series) |
| 18. Our Family to the Rescue | 38. Getting Acquainted (Child Care) |
| 19. Food from the Sun | 39. How to Cook Meat by Dry Heat |
| 20. Food Store | 40. How to Cook Meat by Moist Heat |

15

41. Keeping Children Happy (Child Care)
42. Keeping Children Safe (Child Care)
43. Materials (Sewing Series)
44. Measuring Accurately (Cooking Series)
45. Planning Meals (Cooking Series)
46. Rayon Fabrics (Consumer Education)
47. Retail Store (Consumer Education)
48. Safety in the Kitchen (Cooking Series)
49. Seams (Sewing Series)
50. Select Your Style (Consumer Education)
51. Serving Meals (Cooking Series)
52. Sleeves and Necklines (Sewing Series)
53. Slide Fasteners (Sewing Series)
54. Special Daytime Problems (Child Care)
55. Sterling Silver on Your Table
56. Storing Food (Cooking Series)
57. Using Your Pattern (Sewing Series)
58. Wool (Clothing and Shelter)
59. Wool Fabrics (Consumer Education)
60. Eskimo Family (Families Around the World)

61. Family of Brazil (Families Around the World)
62. Family of Central Asia (Families of Other Lands)
63. Family of Guatemala (Families Around the World)
64. Family of India (Families of Other Lands)
65. Family of Israel (Families Around the World)
66. Family of Jamaica (Families of Other Lands)
67. Family of Jordon (Families Around the World)
68. Family of Mexico (Families Around the World)
69. Family of Scotland (Families Around the World)
70. Family of Spain (Families Around the World)
71. Family of West Germany (Families of Other Lands)
72. Family of Yugoslavia (Families Around the World)
73. Getting Along with Your Brothers and Sisters (Family Living)
74. Is There a Typical Family? (Family Living)
75. Parents Are People Too (Family Living)

BULLETIN BOARD IDEAS

1. A bulletin board made up of pictures of tempting dishes. (Cut from old magazines)
2. Pictures of tools and products used in housekeeping. (Cut from old magazines)
3. Let each student draw and color a picture of himself as a consumer or home-making worker to be placed on the bulletin board.
4. Place samples of creative writing on bulletin board.
5. Put up poster showing names of parents involved in consumer and homemaking and what their jobs are. Pictures of each worker could be cut from magazines and placed beside each job.
6. Pictures cut from magazines of families doing various things at home.
7. A large picture of a worker (three feet tall) with captions explaining what he or she does.
8. Make a bulletin board using the labels from various foods or household products.
9. Using newspapers make a bulletin board of the best bargains of the week.
10. Bulletin board of suggestions for applying for a job.
11. Picture of person properly dressed contrasted with picture of person improperly dressed.
12. Bulletin board using Charlie Brown as a cartoon character for career education. The caption could be some of the concepts used for career education or self-concept.
13. Bulletin board made up of cartoons from the book of cartoons from S.P.I.C.E.

CONSUMER AND HOMEMAKING WORKERS

Nursemaid

Foster mother

Child-care attendant (school)

Kindergarten teacher

Day care worker

Laundress

Clothing management specialist

Wardrobe specialist worker (motion picture)

Dresser (amusement and recreation)

Nursery school teacher

Wardrobe mistress (amusement and recreation)

Wardrobe attendant (amusement and recreation)

Dressmaker

Seamstress

Garment examiner

Garment inspector

Costumer (motion pictures)

Caterer

Director (school lunch program)

Manager (cafeteria or lunchroom)

Food products tester
Plant hostess (for bakery products)
Cook
Kitchen supervisor (hotel or restaurant)
Head cook (school)
Food service supervisor
Caterer helper
Home-lighting demonstrator
Home service representative
Home-lighting adviser (light, heat, power)
Slipcover cutter (house or car)
Hand sewer
Drapery operator
Slipcover seamstress
House mother (private school or college)
Executive housekeeper
Management aide
Home demonstration agent
Inspectress (hotel or restaurant)
Maid (motel, hotel, home)
Maid (hospital)

S.P.I.C.E. UNIT CHECKLIST

Below check the column 1 that best expresses the degree to which you have taught the specific concepts set forth in your career education manuals:

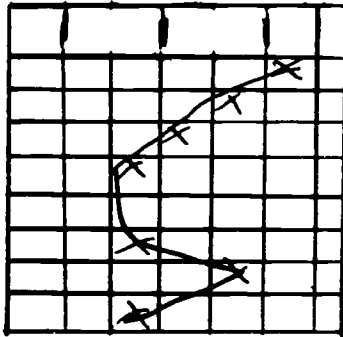
1. Integrated career education into the total curriculum.
2. Helped students recognize their abilities, ambitions, and limitations as they relate to a career.
3. Helped each student see himself as important and necessary.
4. Helped students develop an appreciation for all jobs.
5. Helped students understand why work is desirable.
6. Helped students understand why work is necessary.
7. Helped students understand the changing nature of the world of work.
8. Helped students relate their school work to the world of work outside the classroom.
9. Helped students see the importance of getting along with others.
10. Helped students participate in hands-on activities that broaden their knowledge and increase their awareness of jobs.

Very Little	Some	Extensively

Chart of Abilities

To complete this evaluation on each student at the end of the year, mark an x in the appropriate boxes and join them with a straight line.

Sample:



Student's Name _____						
Excellent						
Average						
Poor						
Decision Making						
Manual Skills						
Planning and Organization Skills						
Creativity and Inventive Skills						
Academic Skills						
Self-Concept						
Career Maturity						
Artistic Ability						

To be placed in the CR-2 folder

EVALUATION

1. Students will know ten different jobs in consumer and homemaking.
2. Students will be able to name six practical skills that can be learned at home.
3. Students will be able to list five skills which can be learned only in school.
4. Students will list two consumer and homemaking jobs which require no education, two that require a high school diploma, and two that require a college degree.
5. Students will list four ways specialization leads to interdependency among workers in consumer and homemaking.
6. Students will list six ways a person's life is affected by his career.
7. Students will list three ways supply and demand determine how many workers will be needed for any job.
8. Students will name two jobs in consumer and homemaking that produce goods and four that produce services.

THOUGHTS PERTINENT ~~TO~~ APPLYING FOR A JOB

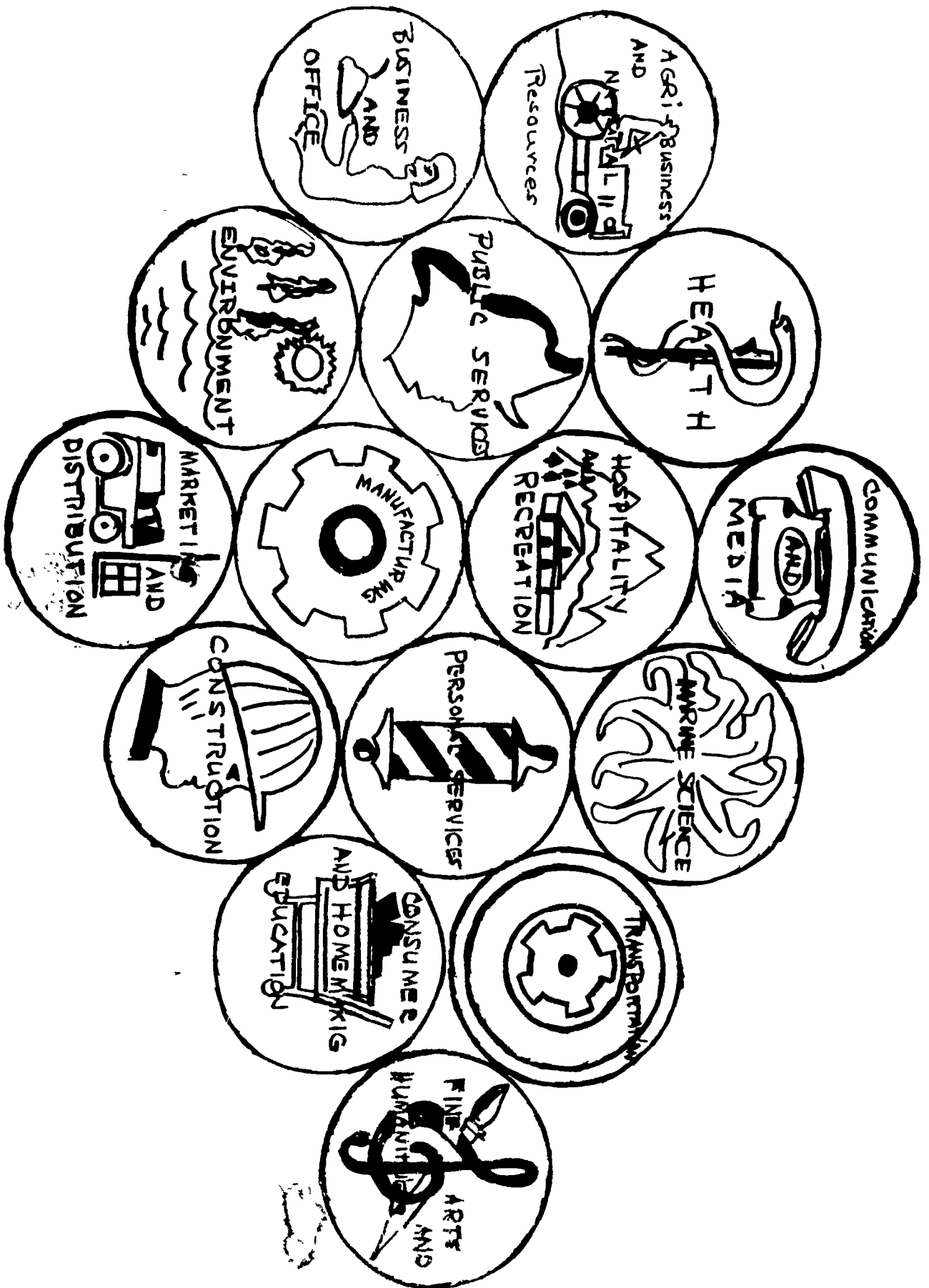
The Employer Wants to Hear:

1. That you can handle the job.
2. That you are willing to work with him.
3. That you will be there every morning at the time agreed upon. That you will, in return for a full day's pay, demonstrate you have earned that pay.

SUGGESTIONS:

4. If any unforeseen event prevents your appearance upon the job, let your employer know well in advance. Never leave him wondering where you are.
5. Do not be negative. Be **POSITIVE** in your approach and anything you tell the employer during the interview.
6. The employer would rather hear of your successes than failures. Don't leave anything of a negative nature with him to mull over in your absence.
7. Never tell him you haven't had any experience for the job you are applying for.
8. Dress sensibly and neatly and, above all, be clean and fresh-smelling. Take a bath the morning before the interview and have clean sweet-smelling clothes ready to put on. If possible, use an underarm deodorant. However, don't overdo it. Never overpower a prospective employer with strong perfumes, after-shave lotions, etc.

9. Above all, be a good listener. Leave him with the feeling you would be an excellent employee to have around his organization, that you would be easy to get along with and can take advice and criticism and are not too radical. You cannot tell him you won't get a haircut (if your hair is girl-length and you are a boy), and he has to give you a job. It is his prerogative to select the people he wants to fill the job because it is his organization and he wants it that way. If you refuse to conform to rules and regulations and requirements for a particular job, there are plenty of employers who will not give you a chance.
10. Are you interested in the job for which you are applying? No employer wants to hear you say, "I'll try it for a few days." Employers are looking for people who will stay with them. They want employees who are seeking permanent jobs and who will be a credit to the organization.
11. Are you looking for a "job"? Or are you looking for "work"? Do you know how to spell "work"? Too many people are looking for a "job" and not enough for "work": "Work" implies to an employer that you are ready to tackle anything he has to offer and that you are willing to tackle it. The people who are looking for a "job" say they are hired to type and not to file...or hired to bus tables, not to sweep and mop floors...etc. People who want to "work" will find things to keep them busy and productive.



Activities for Integrating the Skills into Consumer and Homemaking

3-4

MATH

1. Students could become more familiar with different types of measurements:
 - a. Liquid measures - pint, quart, half-gallon, gallon. The students could begin to learn the metric system of measures - liter, grams, cubic centimeter, etc.
 - b. The class could examine many kitchen utensils to determine how much each one holds: Measuring cup, measuring spoons, a pinch, etc.
 - c. The class could compare these measurements to the metric system.
 - d. Measuring length - inches, feet, yards. The class could measure many things in the classroom in feet and inches and then transfer this to the metric system. The girls could practice measuring cloth for making clothes.
2. The students could practice making budgets. The students could practice the four basic mathematic skills - adding, subtracting, dividing, and multiplying - by working out the monthly income on a weekly basis, subtracting expenditures from the total, dividing the monthly or weekly income into four and seven equal parts respectively, by multiplying regular daily expenditures, such as milk, lunches, etc. by the days in the week or the days of the month. They could determine these expenditures on a yearly basis.
3. The students could study the cost of living and calculate the effect on the family budget of the increased cost of certain commodities, such as the monthly and yearly cost increases of these commodities at various prices to determine the change in expenditures.
4. The class could study the increased cost of living as it pertains to all aspects of family life: clothes, rent or house payment, taxes, telephone, utilities, lessons, school, lunches, gas, car repairs. The class could put all of this together with the grocery bill and determine the increased cost of living over one, two or three years back. They could also determine the effect this increase has had on fixed incomes.

5. The class could study temperatures as they relate to cooking. This could involve reading a thermometer used for cooking purposes.
6. The class could study house temperatures and the effect of weather upon these temperatures at various times of the year.
7. The students could study the cost of going to school. This would include such things as bus tickets, gas for the family car, books, paper, pencils, notebooks, lunches, clothes, trips, lessons, instruments, special materials, gym clothes, etc.
8. The students could study the cost of medical care for the family: doctor, dentist, optomistrist, orthodontist, etc.

LANGUAGE ARTS

1. Students could practice writing budgets or copying receipts.
2. The students could practice writing rhymes or jingles such as the ones used in commercials and advertisements to sell food, soap, etc.
3. The teacher could read books relating to consumer and homemaking. Check pages 4]-46 of the appendix.
4. The teacher could have the students describe certain feelings, smells, sensations, etc. around their houses. They could describe the smell or taste of food, their favorite dishes, sleeping in their rooms, things they enjoy doing at home, etc.
5. The students could write their feelings about homelife: bedtime, allowance, visitors, little brothers or sisters, work baby-sitting, etc.
6. The students could study labels for current vocabulary.
7. The students could show how slang words become accepted through commercials.
8. The students could make a list of new terms used for things around the house. Money - bread, t.v. = the tube, likes - bag, etc.
9. The class could do creative writing relating to life at home. Sister-brother relations, parent-child relations, family-neighbor relations, etc.

SCIENCE

1. The class could study the labels on different food containers to see what additives have been added to the food. The class could gather information about these additives.
2. The class could study the problems of dieting and reducing. They could gather information from current magazines, such as Reader's Digest, Family Circle, Better Homes and Gardens, Time, Newsweek, newspapers, etc., about reducing and the different methods used: drugs, dieting, exercise, etc. The effect of these methods on the body is in the area of science.
3. The students could study tooth care which would include a study of decay and how it happens, gum diseases and the effect on the teeth, tooth decay and other related body ailments, the effect of tooth polishes and pastes on the teeth, different types of tooth brushes and their effect on the teeth.
4. The class could study different types of food and how they decay. Various fruits or vegetables could be left exposed to determine which decays first, etc.
5. The class could study the effect of heat, light, moisture, dryness, darkness, etc. upon different types of materials used in clothing - or food.
6. The class could experiment with different types of material as they are affected by soaps, bleaches, oils, stains, etc.
7. The class could experiment with the effect of wear upon different types of cloth.

ART

1. The class could practice drawing labels for food, soap, etc.
2. The class can attempt to draw family members.
3. The class could visit a supermarket and then draw plans showing how they would improve its design.
4. The class could practice designing kitchens and arranging appliances, tables, counters, stools, cabinets, etc.

5. The students could smell certain foods and represent this aroma in abstract art work.
6. Let the students draw their own home and represent the family members in it.
7. Some students might like to make a model representation of their home from cardboard.
8. Let the class build a large cardboard model of a house and decorate it with scraps of carpets, vinyl, etc. from various decorator shops.
9. Let the class draw designs for vinyl or carpeting.
10. Let the students take carpet or vinyl scraps and make collages.
11. Let the students draw pictures representing certain dishes that they like.
12. Let the class gather cloth scraps and make collages.
13. Let them draw people or objects and glue pieces of cloth, vinyl, cloth and other materials on to represent each part.
14. Let students melt crayons on wax paper and cover with another piece of wax paper to make stained glass windows. These may be made the size of a window pane and later placed in the window.

SOCIAL STUDIES

1. Let the students talk about the home and how it is changing. The students can decide whether or not they think these trends are good.
2. Let the students examine the meals people eat today and compare them to the way people ate 20 years ago.
3. Let them examine fashions today as compared to a few years ago. What do clothes tell us about a person?
4. Let the class discuss jobs at home and how they feel about working.
5. Let students discuss jobs in consumer and homemaking (check the list on page 52-53) and see how they feel about them.

6. The class could discuss the availability of these jobs in their own area.
7. Let the students discuss the change brought about in many of these jobs due to new inventions.
8. Let the students discuss home life as it is affected by a society that is constantly moving: those leaving the community and those remaining in the community as others move in.

Vocabulary Words for
Consumer and Homemaking
3-4

Vocabulary Study - Let the students use the words provided in this vocabulary list, plus additional words they can think of and make their own Consumer and Homemaking Dictionary. In order to make a dictionary the students will need to carry out the following tasks:

1. Arrange all words alphabetically.
2. Look up meanings of words that are not well-known and write a definition for each word.
3. Draw pictures to illustrate words where possible.
4. Cut pictures out of old magazines; paste them in the dictionary where possible. This is especially good for colorful fruits and vegetables.
5. Design a cover and title for the dictionary.

The following books available at the Knox County Materials Center were used as resource books in compiling this vocabulary.

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71. Sardine
72. Pork chop

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83. Shortcake
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107. Coleslaw
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110. Scrambled egg
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115. Rabbit
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